

Research Article

Problems of Classroom Management Regarding Teachers' Effective Social Interaction: A Study at Secondary Level in Public Schools

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ABSTRACT

In Pakistan, English language education has gone through rapid and diverse reforms in various areas, such as the personal and social interaction of new English language teachers in government schools. Both the public and private sectors in Pakistan have announced various innovations in English language education. Personal and social integration of English instructors is one of the areas where these various initiatives are focusing their efforts. This study depicts various challenges and problems the novice English teachers face in managing classroom discipline in their initial years of job. Via survey method of different Secondary schools in Punjab province and a valid questionnaire technique was employed to obtain the required data of the present study. The ultimate purpose of this study was to analyze the relation between novice English teachers' classroom management skills and their effective social relationship that develops during their initial years of job. Classroom's discipline and significant teaching techniques were detected via classroom management skills. A mixed-method approach was practiced in the study. SPSS software was applied to compute and analyze the outcomes of the study. The research information needed was gathered using the survey approach. Government Secondary schools in Punjab province were randomly chosen to get the research participants' responses. A detailed questionnaire was used to collect the quantitative data. Through semi-structured interviews, the qualitative data of 150 respondents were analyzed using thematic and content analysis techniques. It is expected that the findings of this study will assist the new English teachers and policymakers in designing various useful policies. It will help to cope with the impending problems and challenges concerning teachers' effective social interaction and classroom management discipline, especially in teaching English subjects in Pakistan.

Keywords: English teachers' social interaction, classroom management problems, classroom discipline.

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1. Introduction

Classroom management (CM) is the effective and efficient use of all resources available in the classroom environment to achieve the aims and objectives of the teaching and learning process (Voss, Wagner, Klusmann, Trautwein, & Kunter, 2017). Classroom management is a teaching strategy that allows teachers to keep classroom lessons running smoothly despite disruptive student behaviour. It also requires minimizing interruption to students. It is a set of techniques and processes used by teachers to keep students organized, orderly, focused, alert, on task, and productive academically (Dron, 2018). The teaching-learning process aims to ensure that pupils/students assimilate the materials presented to them by the class teacher in a pleasant atmosphere, thereby favourably influencing their behaviour under society's socioeconomic demands and the attainment of national goals (OGBU, 2018).

Classroom management is described as "actions taken to build and maintain a learning environment conducive to successful instruction". It also entails "developing and reinforcing norms and procedures, implementing disciplinary actions, maintaining positive teacher-student interactions, and maintaining an acceptable mental state for management". As a result, classroom management should not be mistaken with classroom discipline; it incorporates all of the previously mentioned aspects of teaching (Agustin, 2019). Pak, Polikoff, Desimone, and Saldívar García (2020) define a well-managed classroom as one in which "any superficial indications of disorder that may exist either do not block instruction and learning or rather enhance them". All of the above definitions of classroom management have one thing in common: they all entail providing an appropriate environment and hence order in the classroom for teaching and learning.

The process of organizing, leading, coordinating, and managing the activities of members of an organization to achieve defined goals and objectives is known as management. As a result, a manager is defined as planning, organizing, directing, coordinating, and managing subordinates' work to meet established goals (Mahdi, Nassar, & Almsafir, 2019).

When the classroom manager (teacher) has completed the task, they are considered effective. On the other hand, they are efficient if the goal is delivered at the lowest possible cost. The least cost in this circumstance might be in terms of time spent; resources used, and so on. When a teacher uses effective classroom management techniques, they minimize student behaviours that may obstruct teaching and learning for both individual students and groups while simultaneously maximizing or exploiting those behaviours that will facilitate or improve effective classroom learning (Royer, Lane, Dunlap, & Ennis, 2019). The classroom manager (teacher) must possess the necessary talents to contribute to the school system's predicted performance to ensure that students learn successfully and get the greatest knowledge possible in school (Kusumaningrum, Sumarsono, & Gunawan, 2019).

Classroom management (CM) is an important approach in schools' teaching/learning process. It helps with the proper curriculum implementation and ensures that the classroom teacher uses the best teaching practices for a successful learning environment. The classroom setting creates a first impression in students' minds about what to expect from the class and the teacher (Egeberg, McConney, & Price, 2021).

For effective teaching-learning process, good classroom management and control are essential. What happens in the classroom among the teacher, students, and all other classroom resources are

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important determinants of whether or not teaching services are supplied successfully in schools (Sánchez Solarte, 2019). Parents, other taxpayers, the government, and society as a whole have high expectations of teachers, who are seen as one of the most potent agents of societal change. This is especially evident when considering the enormous sums of money spent on the country's education population. As a result, classroom teachers must be well-versed in inappropriate classroom management techniques to ensure effective learning in schools and, ultimately, contribute to attaining various national educational goals (Finefter-Rosenbluh, 2020).

Classroom management is frequently a tough aspect of teachers' responsibilities. Teachers may become depressed as a result of students' disruptive behaviour in the classroom, and some may choose to leave the industry if they can find alternative employment (Aldrup, Klusmann, Lüdtke, Göllner, & Trautwein, 2018).

Many new teachers regard teaching as just conveying information to passive learners; many new teachers struggle to comprehend the relevance of classroom management strategies and their impact on students' social, academic behaviour. Furthermore, teachers must exercise greater caution when it comes to class management ideas and techniques (i.e., properly managing classes' leads to less turmoil, disorder, and poor behaviour in the classroom). While there is a shortage of instructors with experience managing English classes, it is vital to include teacher training in preservice and in-service education programs (Azhar & Iqbal, 2018).

Many pre-service and even in-service instructors have acknowledged classroom management as a serious difficulty. The problem stems from the plethora of issues that can develop when running a classroom (El-Abd & Chaaban, 2021). Classroom management, according to Mudra (2018), is making decisions on what to do when:

- You or your students deviate from the day's program.
- A startling but crucial question arises.
- Due to a technicality, you are unable to engage in an activity.
- In class, a student is obnoxious.
- You're asked a question about which you're completely oblivious.
- There isn't enough time at the end of a lesson to finish an activity that has already started.

Although classroom management is a topic that pre-service language teachers are interested in and concerned about, it has gotten little attention in Colombia. When Durán et al. (2021) looked at the strengths and weaknesses of a teaching practicum, they discovered that student teachers were not getting enough training in classroom management, and Buendía-Arias, Zambrano-Castillo, and Insuasty (2018) found that classroom management was one of the most frequently discussed topics during supervisor-pre-service teacher feedback sessions. Chen, Zhang, Qi, and Yang (2020) observed that aspects such as the atmosphere and teachers' attitudes were among the reasons of children's violent behaviour while playing competitive games in the English classroom. This study emphasized the importance of students' self-esteem and instructors' fair treatment in the classroom as elements that could help teachers maintain healthy classroom environments. Han and Tulgar (2019) also identified some of the challenges that four primary school pre-service teachers faced

during their practicum, as well as the strategies they used to overcome them (e.g., giving instructions, introducing the topic, and managing the classroom) (e.g., reflecting on their own experiences and knowledge, setting immediate action objectives, and assessing whether or not their actions were successful).

2. Literature Review

After reviewing past studies on the subject, it is a very important component of the research to conceptualize classroom management. This concept aims to clarify student-teachers views and perceptions concerning classroom management. Because classroom management has traditionally been linked to discipline issues in the classroom, the word as instructors' notions of autonomy and teacher-centered activities (Montoya López, Mosquera Andrade, & Peláez Henao, 2020). Castañeda-Trujillo and Aguirre-Hernández (2018), on the other hand, use the phrase to describe a tool for balancing the rights of teachers and students in the classroom. Classroom management, he believes, should be utilized to prepare children for their future rights and awareness as independent citizens.

Educators propose various views with innumerable conceptualizations, even though researchers appear to be divided in their descriptions of "classroom management." Another component of classroom management is related to the perspectives of students-teachers or novice instructors. Most beginner teachers consider it a challenge, and it is difficult to cope with the unexpected changes in the teaching environment (Keser & Yavuz, 2018). Recognizing the issue that is interfering with the course's flow and selecting the best strategy for dealing with it, or at the very least minimizing the problem's negative consequences on the course material, are both difficult and, in most situations, a matter of experience (Callanan, 2018). The importance of building an optimum learning environment by overcoming all potential issues (Henderson et al., 2018). Anagün (2018) on the other hand, argue that creativity and collaboration in the classroom are essential in current educational systems, which impacts classroom management attitudes.

The prospective of classroom management issues and difficulties could be attributed to "higher class numbers, restricted resources, and growing student diversity, particularly in urban schools" (Ghufron & Ermawati, 2018). Additionally, while describing the issues with classroom management, Duesund and Ødegård (2018) emphasis the students' boisterous and distractive behaviours, as well as their emotional states. Teachers' thoughts and actions to provide classroom control are influenced by school characteristics. However, this could contribute to the inability to provide an ideal learning environment. Furthermore, teacher professional development plays an important role in classroom management. As a result, many classroom management tactics are attempted to solve problems that arise for various reasons. (Reeves, Pun, & Chung, 2017). Few studies look into novice or student instructors' reactions and tactics and the reasons behind their behaviours. Among these studies, one of the most notable is Kwok (2021). He claims that inexperienced teachers emphasize students' reactions rather than classroom management tactics, which is a major cause of classroom management issues. Another source of difficulties for new teachers is a lack of multicultural competence due to the 'increasing student diversity issue. All of these reasons necessitate an adjustment in the organizational structure of the classroom. When the topic of classroom management is narrowed to the ELT environment, they find that students' motivational issues are a significant factor affecting classroom management (Juvonen, Lessard, Rastogi, Schacter, & Smith, 2019). In contrast, Flower, McKenna, and Haring (2017) focus on teachers' willingness to implement appropriate classroom management strategies. Problems in

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ELT settings are classified by Keser and Yavuz (2018) as boisterous students, lack of participation, and unmotivated students. In addition, Brousseau et al. (2021) coined the phrase "didactic contract" to describe academic discussions. Classroom management tactics could be seen as an element of the 'didactic contract' from this perspective. In terms of the didactic approach, Siedentop, Hastie, and Van der Mars (2019), in agreement with some other researchers, preserve interaction rather than theoretical education needs, especially in interactive classes such as language lessons. As shown in prior research, inexperienced instructors and student-teachers may face various issues independent of their specialization. On the other hand, motivational issues appear to be the most frequently encountered in the ELT context. As a result, the goal of this study was to address the problem of student-teachers in the ELT department and throw light on the solutions they use to deal with the issues they experience.

The means by which the teacher organizes and supervises student conduct, movement, and interaction during a session to enable the most effective teaching to take place" is what classroom management refers to. It covers a broad range of subjects. Rules and procedures, student work control, learning group management, and problem behaviour management are just a few examples (Spikol, Ruffaldi, Dabisias, & Cukurova, 2018). They offer several strategies for attaining effective classroom management in those areas. They urge that rules be favorably written and clearly expressed to be effective. It is impossible to stress the importance of rules in sustaining a good classroom environment. They also point out that involving students in the rule-making process motivates them to own the rules. One option for students to get involved could be "a discussion of the rationale for having rules,... a discussion for proposals for specific behaviours, or a decision-making process for specific restrictions." This encourages the children to follow the rules. On the other side, if done incorrectly, managing group learning techniques can occasionally produce classroom challenges. The importance of forming groups cannot be overstated (Spikol et al., 2018). When organizing groups, Alfares (2017) cites three elements to consider: group size, group members, and seating arrangement. The first is deciding on the number of pupils in a group. He thinks that smaller groupings are better since they are easier to coordinate. On the other hand, larger groups are preferable for more complex tasks. Four individuals is the most beneficial group size. The number of students in each group is the second factor to consider. There are four possibilities, each with its own set of benefits and drawbacks. The following are the details: 1) students select groups, 2) teachers select groups, 3) groups are generated at random, and 4) groups are formed based on shared interests. The last point to think about is how group seats should be organized. Students should sit close together, according to Jacobs, so that they can speak easily. Furthermore, the room must be set up such that all groups can be seen by the professors. A skilled teacher, according to R. Richards, Hemphill, and Templin (2018), recognizes that different styles of grouping can impede or facilitate learning.

Aldrup et al. (2018) provide solutions for dealing with issue behaviours in children based on the degree of the problem. They categorize it into little problem, considerable problem, and increasing or spreading problem. To handle these challenges, teachers must examine the effects of the chosen technique. For mild interventions, they advocate employing nonverbal cues, redirecting behaviour, and issuing a temporary cease. Mild interventions include withholding privileges, isolating pupils, imposing a penalty, assigning detention, and sending to the school administration. According to Blizard (2020) intense interventions, teachers can construct an individual contract with students, schedule a parent meeting, or use a check or a demerit system. A general principle that is beneficial

in selecting a strategy is to choose a technique that will be effective in quickly eradicating inappropriate behaviour while having the least negative impact.

3. Methodology

The present study was carried out using a mixed-method approach. The research participants were 150 beginner English teachers that were randomly selected from the public secondary schools of Punjab Province. The study's basic purpose was to investigate classroom management problems regarding English teachers' effective social interaction at the secondary level in public schools. The study was confined only at the secondary level, and particularly novice English instructors of secondary level in public schools were randomly chosen for the data collection. Two questionnaires were designed to observe the personal experiences of beginner English teachers concerning their classroom management problems and effective social interaction in public schools.

The first questionnaire was about describing participants' responses regarding teachers' effective social interaction, and the second questionnaire was about the description of participants' responses regarding classroom management problems.

The study results were computed and tabulated via using a statistical package for social science. The descriptive research technique is considered a suitable tool to describe the situation condition of any research to assemble the data; hence, the descriptive research technique was adopted to accomplish the present study. The survey method was considered a suitable technique to get the perceptions of newly hired English teachers' problems regarding classroom management discipline. The participants were 150 novice English teachers in public schools. Using the survey method, only male teachers was focused on accumulating the desired data. Firstly, the researchers prepared a suitable list of problems linked with classroom management statements, which was later used to gather data of the study. The questionnaires stated in the research were made by the researcher himself or copied and prepared from the earlier studies piloted for similar purposes. Survey questionnaires were the central tool for data collection; these were employed to assemble the needed data of the study.

4. Data analysis

Two questionnaires were designed on a five-point Likert scale format to know the level and strength of the discipline concerning classroom management and effective social interaction of newly hired English teachers in public schools. Five alternatives from strongly agree to disagree strongly were given to the research participants. After designing the questionnaires, these were presented to the educationist for the pilot study to check the validity. These 25 questionnaires were found very useful in refining the soundness and efficacy of the current research instruments. The semi-structured interviews were conducted to endorse the outcomes acquired via questionnaires. And Semi-structured interviews were used to accumulate the requisite data. The novice English teachers were questioned and interviewed properly to endorse the quantitative data gathered via questionnaires. The researchers themselves visited the randomly chosen secondary schools and presented the questionnaires to the research respondents. The response ratio was 97% which was reassuring for the researcher.

Out of 150 questionnaires, 146 were returned to the researcher. The research's acquired data was tested by employing the statistical software, SPSS-16 and the information of the items were calculated individually.

Table 1. Depiction of Participants' responses regarding teachers' effective social interaction

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Statements	SA	A	N	SDA	DA	TOTAL
1. Being a new teacher, it is sometimes difficult for you to uphold the discipline of the senior class.	64.6	15.3	1.3	8	10.6	100
2. You think of it difficult to control the noisy learners producing annoyance in the class.	76.3	9.3	0	6	8.6	100
3. Students' lack of concentration, lack of inspiration and less involvement in lesson cause various problems in supervising class discipline.	73.3	8.6	2	10	6	100
4. Due to some lazy students in the class brilliant learners get affected and ignored during the lecture.	25.6	55.3	0	4.6	14.6	100
5. It is very difficult to handle a large senior class of more than 30 students.	38	55.3	0	1.3	5.3	100
6. Your students keenly take part in inventive activities you apply in the class.	30.6	39.3	2.3	7.3	20.6	100
7. Your students undergo troubles when you do not practice the native language and converse only in English during the lesson.	70.6	11.3	0	2	16	100
8. Students efficiently read the helping material other than textbook you give them for further study.	8	10.6	1.3	26	54	100
9. Encouraging all the learners of the class with single teaching method is not suitable due to difference in their intellectual abilities	28.6	44.6	1.3	11.3	14.6	100
10. Your Administrators of the school are cooperative in your teaching.	20.6	60.6	0	3.6	15.3	100
11. You feel that you have the opportunity to groom yourself and gain knowledge from this profession.	16.3	10.6	3.6	60.3	9	100
12. You are free to arrange Extra or Co-curricular activities in the class.	12.6	11	0	25.3	50.6	100
13. In general, you are contented with your occupation.	19	54.3	0	9.6	17	

The frequency and cumulative percentage, and other essential descriptives statistics were used to acquire the appropriate outcomes of the analysis.

The outcomes of the present research have been indicated via table. The first question results indicate that almost 80% of the percipients agreed that upholding discipline in the senior class is very difficult. At the same time, only 19% of the respondents disagreed with this statement. In the second question, 85% of the respondents stated that noisy learners create problems in the class and it is difficult to control them, whilst 15% of the respondents disagreed with this statement. In the third question, 82% of the participants responded that learners' lack of interest and involvement creates hurdles for effective classroom management discipline. In contrast, 16% of the respondents disagreed that it is not the cause for distorting class discipline. In the fourth question, almost 81%

of the research participants agreed that lazy learners affect the learning of brilliant students. At the same time, 19% of the respondents disagreed with this question. In the fifth statement, 93% of the teachers responded that handling a large class like more than 30 students is difficult, while only 6% disagreed with this question. In the sixth question, 70% of the teachers stated that their students do not participate in creative activities in the class. Whilst, 27% of the respondents disagreed with this statement. And only 2.3 % of the participants answered neutrally. In the seventh question, 82% of the teachers stated that their students feel confused about understanding the English language during the lesson, while 18% disagreed that their students do not feel trouble regarding English language in the class. In the next question, 80% of the respondents disagreed that students are not interested in reading the material other than English textbooks in the class. While 19% of the teachers agreed with this statement and only 1.3% remained neutrally. In the ninth question, 74% of the respondents agreed that it is suitable to teach the whole students with a single teaching method, whilst 26% of the teachers disagreed with the statement. In the tenth question, 82% of the English teachers responded that their administrator of the do not cooperate with the staff. In contrast, 18% of the research participants disagreed with the statement. In the eleventh question, 69% of the respondents disagreed that due to the hectic routine of the present job, they do not manage time to groom themselves. Meanwhile, 27% of the respondents agreed that they are enjoying their jobs as a teacher. And only 3.6% of the research participants answered neutrally. In the second last question, 76% of the respondents stated that they do not facilitate freely arranging extra or co-curricular activities in the class. In contrast, 24% of the teachers stated that they are facilitated properly to arrange extra or co-curricular activities in the class. And in the last question, 73% of the respondents agreed that they are satisfied with their present job, while 27% of the research participants disagreed with this statement.

Table 2. Depiction of participants' responses regarding classroom management problems

Statements	SA	A	N	SDA	DA	TOTAL
1. You make a proper lesson plan for effective classroom teaching.	52.6	29.6	1.3	6	10.6	100
2. You employ different resources to make learning activities interesting.	26.6	50.3	0	7.6	15.6	100
3. You have to adopt strict disciplinary steps to handle your students in the class.	75	9.3	0	5.6	10	100
4. Students' behavior concerning classroom management creates problems for class discipline.	37.3	32.6	0	8.6	21.3	100
5. All the learners' participate actively during classroom discussion.	12.3	6	1.3	47.3	33	100
6. Students' excessive use of mother tongue creates serious problems for new English teachers.	29.6	47.3	0	9.6	13.6	100
7. Students' incomplete homework and class assignments are hurdles for teachers in their efficient teaching.	24.6	54.3	1.3	5.3	14.6	100
8. Naughty and noisy learners are big challenges for teachers regarding class discipline.	38	46.6	0	6	9.3	100

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9. You give proper time to every learner according to their subject need.	10.6	35.3	0	4.6	49.6	100
10. You manage adequate time for classroom management and students' exams preparation.	20.6	27.3	1.3	39.3	11.6	100

The results of the data analysis regarding classroom management problems were computed and depicted through tables. The outcomes of the first statement reveal that 83% of the begging English instructors make an effective lesson plan before delivering their lectures in the class lesson. At the same time, 17% of the respondents disagreed with this statement. Likewise, 77% of the teachers stated that they use different productive teaching methods to make teaching and learning activities interesting. But 23% of the respondents declared that they do not adopt such activities properly in the class. In the third question, 84% of the beginner teachers stated that they adopt strict discipline to handle the noisy students in the class. But Only 16% of the respondents disagreed with this question.

In the next question, 70% of the new English teachers answered that students' rough behavior and classroom management creates problems, whilst 30% of the research participants responded against this statement. Likewise, 80% of the respondents declared that their learners do not participate actively during classroom discussions and remain passive. While, 19% of the teachers answered that students are interested in classroom discussion. In the statement, 77% of the research participants responded that excessive mother tongue use in the class creates severe challenges for new English teachers in secondary schools. Likewise, 23% of the teachers disagreed that it is not a serious issue.

Similarly, 79% of the research participants answered that learners' incomplete homework and classroom assignments create hurdles for inefficient teaching, but 20% disagreed with this question. And only 3.1 of the respondents answered neutrally. Likewise, 85% of the novice English instructors answered that naughty and noisy learners are a big problem for effective classroom discipline, whereas 15% of the novice English teachers do not think it is a serious issue and disagreed with this question.

In the same way, 55% of the teachers stated that they could not focus on every student according to their subject needs due to overcrowded classrooms. Due to the large size of the class, they cannot give proper time to the weak students individually. Hence, 45% of the research participants disagreed with this statement. Likewise, 51% of the beginner teachers declared that due to consecutive lectures and overwork, they could not manage sufficient time for proper classroom management and exams preparation. At the same time, 48% of the respondents disagreed with this statement. And only 3.1 of the teachers answered neutrally.

4. Findings

The study's findings were based on the analysis of data acquired via questionnaires and semi-structured interviews. The study's main goal was to describe classroom issues that have become hurdles and influence the functioning of newcomer English teachers at the secondary level. As a result, the following findings have been discussed about the study's objectives: The data collected shows that having more than the standard number of students in one classroom influences the quality of performance of both teachers and students. The majority of teachers encounter behavioural issues from class learners, which influences beginner English teachers in classroom

management. Newcomer English teachers also complain about annoying students who disrupt classroom discipline. Furthermore, most English teachers state that students' communications have a serious influence when they try to converse with some other learners in the classroom. Another cause of frustration for newly hired teachers is less student participation when delivering a lesson to the class. A large number of teachers have personally encountered this challenge. It has been observed

that students are not ready to talk about new creative ideas and a wide range of teaching methods used by new English teachers to facilitate the teaching-learning activities. Though teachers do their best to educate children in the best possible way, the diversity of mother tongues among learners creates difficulties in understanding students better. Many classroom teachers criticise learners for not carrying their course books with them, and homework and classroom assessment failure has always been a severe issue for the teachers. Because of the differences in the mental ability of the pupils, motivating all of them using the same strategy has proven to be ineffective. For beginner English teachers, the less use of modern A/V aids was also observed a severe challenge.

5. Conclusion

Consequently, this study has been effective and positive in achieving the decisive aims and objectives of the research. Numerous challenges and problems concerning classroom management problems and teachers' effective social interaction related to their teaching techniques were common. Good social integration has been defined as a standard for assessing the teachers' successful teaching and communicational skills at the school level. Overall results and interpretations of the acquired data show that new English teachers have a variety of obstacles in terms of social content and classroom management discipline. By explaining the existence, the study successfully attained its aims and provided answers to the research questions, by identifying the presence and amount of classroom management issues for novice English teachers. These difficulties have been well explained in this study and will help understand why beginner English teachers' poor performance regarding classroom management problems and effective social interaction. Issues such as many learners, differences in their languages, intellectual approaches, unusual actions, lack of excitement in writing class assignments, failing to have books with themselves, and a lack of audio-visual aids are among the obstacles identified in this research study. Moving from one department to another and teaching courses other than English in the private sectors were recurrent hurdles among the participants. In the early phase of their employment, new English teachers experience so many organizational obstacles attempting to adjust themselves there. The study has added to the form of understanding by highlighting key concerns in the most significant area of socialization of new English instructors at the school level, which has an impact on not only teachers' but also on learners' achievements and, eventually, on the educational and learning environment of public schools in Pakistan. It is expected that the findings of this study will assist the new English teachers and policymakers in designing various useful policies to cope with the impending problems and challenges concerning teachers' effective social interaction and classroom management discipline, especially in the viewpoint of the teaching of English subjects in Pakistan.

Recommendation

The researcher has suggested several possible recommendations to make classroom discipline and management more effective and efficient. A confined and stipulated number of learners in a class allow a teacher to demonstrate his skills well and interact with every pupil. Various teaching

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techniques and methods such as student-teacher interaction, collaborative work, and group discussion should be practiced to enhance student participation; in the class. Class teachers should acknowledge students' successes to create an encouraging and positive environment. The basic need of this modern era for effective teaching and learning is based on the use of modern and creative A/V aids in the class. This assisting teaching material must be given to the new English teachers to increase the achievements of teaching-learning at the secondary level. Further research may be designed to investigate a superior solution to solve the weak spots in classroom management of newcomer English teachers at the secondary level.

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